

## ***ARLINGTON PUBLIC SCHOOLS***

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
Curriculum Instruction Accountability and Assessment  
Thursday, December 3, 2020  
6:30 PM***

*Conducted by Remote Participation*

*<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>*

### *Open Meeting*

*You are invited to a Zoom webinar.*

*When: Dec 3, 2020 06:30 PM Eastern Time (US and Canada)*

*Topic: School Committee Curriculum, Instruction, Accountability and Assessment  
CIAA meeting*

*Register in advance for this webinar:*

*[https://us02web.zoom.us/webinar/register/WN\\_bWwyWmrASoe71QuF9m\\_AZQ](https://us02web.zoom.us/webinar/register/WN_bWwyWmrASoe71QuF9m_AZQ)*

*After registering, you will receive a confirmation email containing information about joining the webinar.*

### *Public Comment up to 20 minutes*

*Those wishing to participate should send their name to [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3 p.m. on December 3, 2020, or may request to speak at the start of the meeting.*

### *AHS Second Semester feedback forum*

### *District Goals 2020-2021*

### *Approval of Minutes*

### *Old business*

### *New business*

### *Adjournment*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items*

*not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by Len Kardon, Chair*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) in advance of the meeting.



## Town of Arlington, Massachusetts

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### Meeting Location

#### Summary:

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

#### ATTACHMENTS:

	Type	File Name	Description
▢	Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote Meeting script
▢	Reference Material	Conducted_by_Remote_Participation_us.pdf	Conducted by Remote Participation

## DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

### Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

### Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

### For "Zoom" Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to "screen share" your computer. Anything that you broadcast may be captured by the recording.

### Meeting Materials

**\*For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

**\*For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town's website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

### Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- I/the Chair, will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
  - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:

After members have spoken, the Chair will afford public comment as follows:

- The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
  - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

Conducted by Remote Participation

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## **Town of Arlington, Massachusetts**

### **Open Meeting**

#### **Summary:**

You are invited to a Zoom webinar.

When: Dec 3, 2020 06:30 PM Eastern Time (US and Canada)

Topic: School Committee Curriculum, Instruction, Accountability and Assessment CIAA meeting

Register in advance for this webinar:

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## **Town of Arlington, Massachusetts**

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### **Public Comment up to 20 minutes**

#### **Summary:**

Those wishing to participate should send their name to [kfitzgerald@arlington.k12.ma.us](mailto:kfitzgerald@arlington.k12.ma.us) by 3 p.m. on December 3, 2020, or may request to speak at the start of the meeting.



## **Town of Arlington, Massachusetts**

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### **AHS Second Semester feedback forum**

#### **ATTACHMENTS:**

	Type	File Name	Description
📎	Presentation	AHS_Semester_2_Surveys_Proposal_201203.pdf	AHS Semester 2 Surveys/Proposal

# Arlington High School



## Semester 2 Survey Report

# Today's Focus

- Present survey results
- Clarifying questions
- Preliminary proposal
- Clarify next steps to decision
- Prepare for December 10 proposal

# School Committee Requests

- A summary of student experiences to date with remote instruction, including participation rates and the number, percentage, and frequency of in-person, on-campus contacts AHS students have with faculty and staff,
- AHS Reopening Plan and FAQ for SY 21  
<https://docs.google.com/document/d/1Q23uppUcCWiFgpGxtos5C8J-9pFBf-HU8L51WhxetHg/edit?usp=sharing>
- Arlington High School Support for Remote Instruction 201016  
<https://docs.google.com/document/d/1H0txJfzhdqi2zLwlToVGghYprc7WxKY77GbBSVdoY0Y/edit?usp=sharing>

# School Committee Requests

- A summary of the school leadership's evaluation of all reasonable hybrid models they have researched that allow students to experience live, in-person instruction (e.g., grades of students going to school at different times, an in-school schedule for selected core courses, etc.),
- A plan to implement hybrid instruction at AHS in the second semester of the 2020-21 school year that allows all students to experience live, in-person instruction if their parents or guardians make this choice for them, and
- A summary of any new costs associated with a transition to hybrid instruction in the second semester (e.g., audio visual equipment, additional staff, etc.).

# Clarifying Goals

“We recognize that children learn best when physically present in the classroom. But children get much more than academics at school. They also learn social and emotional skills at school, get healthy meals and exercise, mental health support and other services that cannot be easily replicated online. Schools also play a critical role in addressing racial and social inequity. Our nation’s response to COVID-19 has laid bare inequities and consequences for children that must be addressed. This pandemic is especially hard on families who rely on school lunches, have children with disabilities, or lack access to Internet or health care.” ([AAP, AFT, NEA, AASA](#))



# Focus Goals

- Safety (students, staff, community)
- Academics
- Social emotional interaction
- Meals and exercise
- Equity of access
- Students with disabilities
- COVID readiness



# FAQ

Why can't we have a 2-cohort hybrid? (space)

Why was the current model not a choice on the survey?

Why were most questions required?

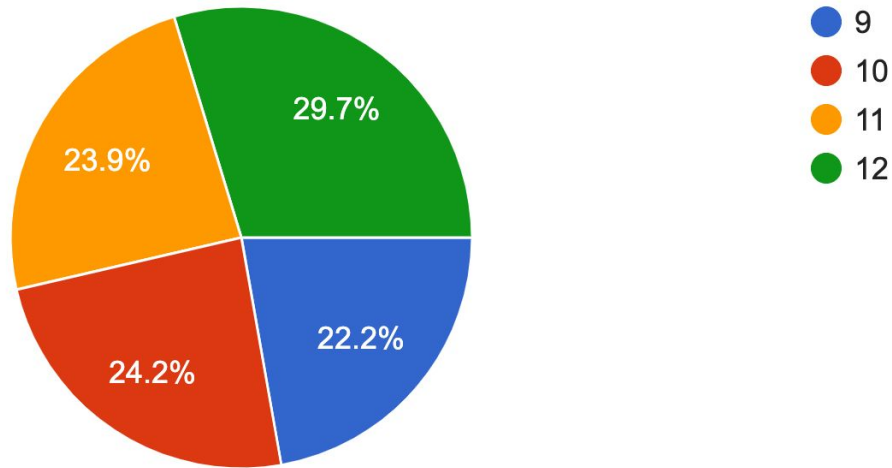
What about preference for senior activities?

How are we addressing concerns about mental health?

# Student Responses

Your grade level?

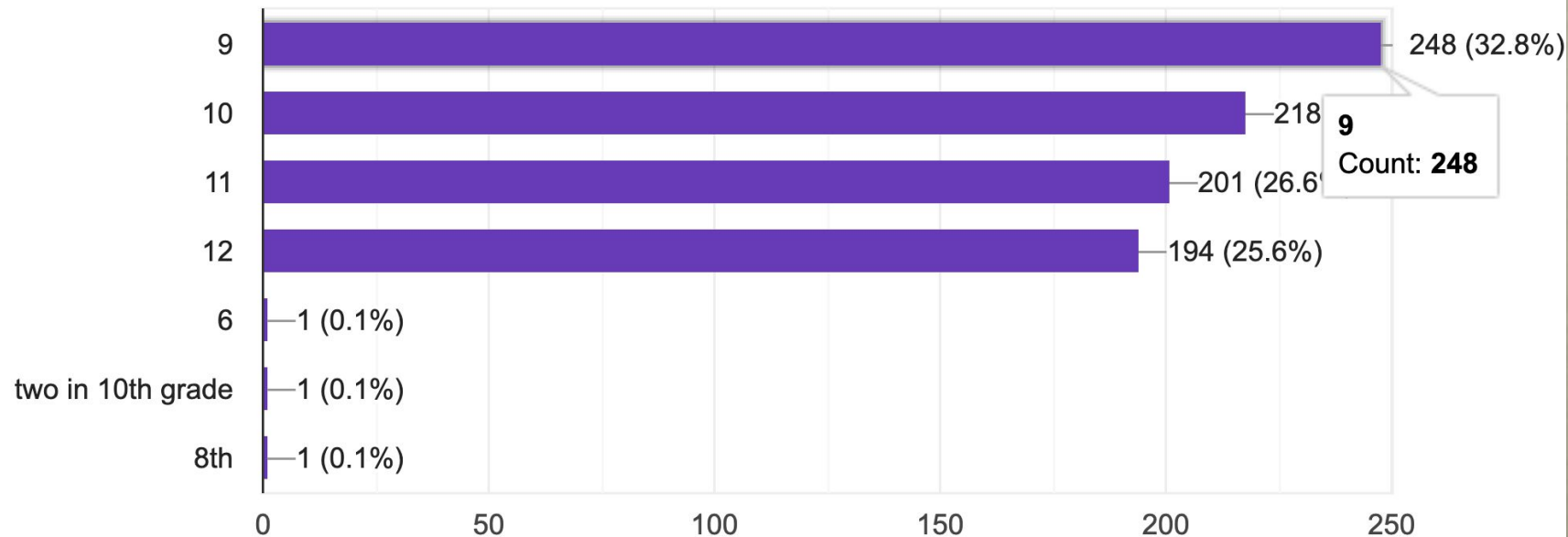
414 responses



# Family Responses

Your student(s) grade level? (Check all that apply)

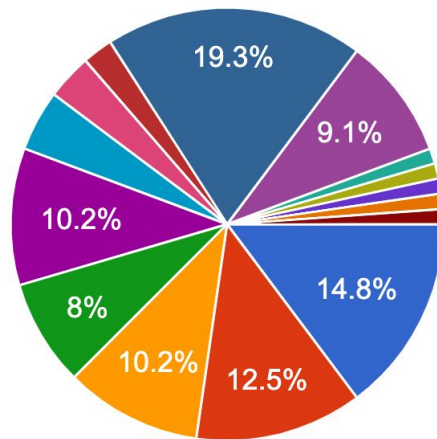
757 responses



# Staff Responses

## Your Department

88 responses

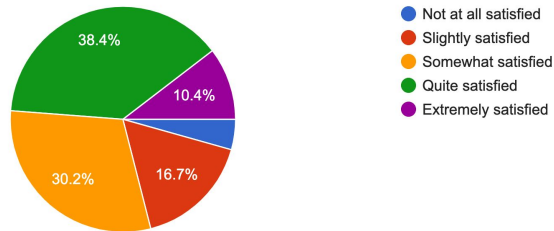


# Semester 1 Satisfaction

## Students

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

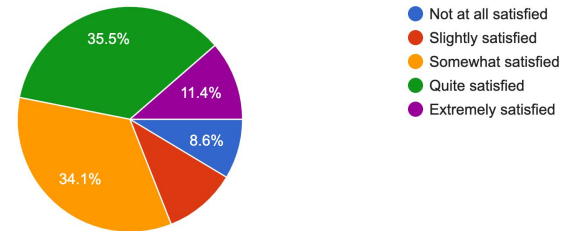
414 responses



## Families

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

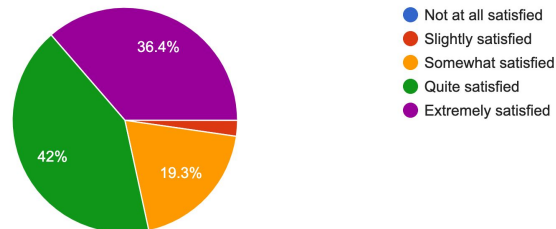
757 responses



## Staff

How satisfied are you with the way learning is structured at Arlington High School (AHS) during SEMESTER 1?

88 responses

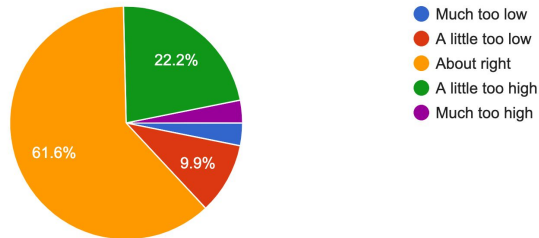


# Academic Progress

## Students

Is the level of academic challenge and quantity of work appropriate?

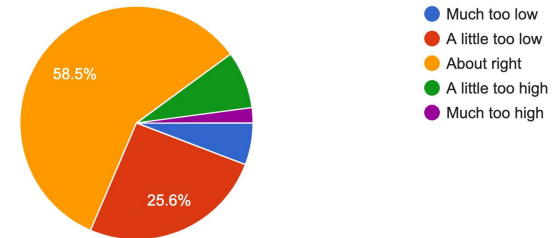
414 responses



## Families

Is the level of academic challenge and quantity of work appropriate?

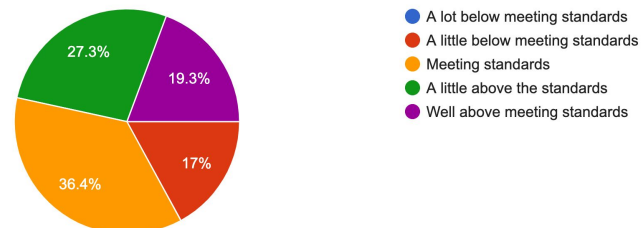
757 responses



## Staff

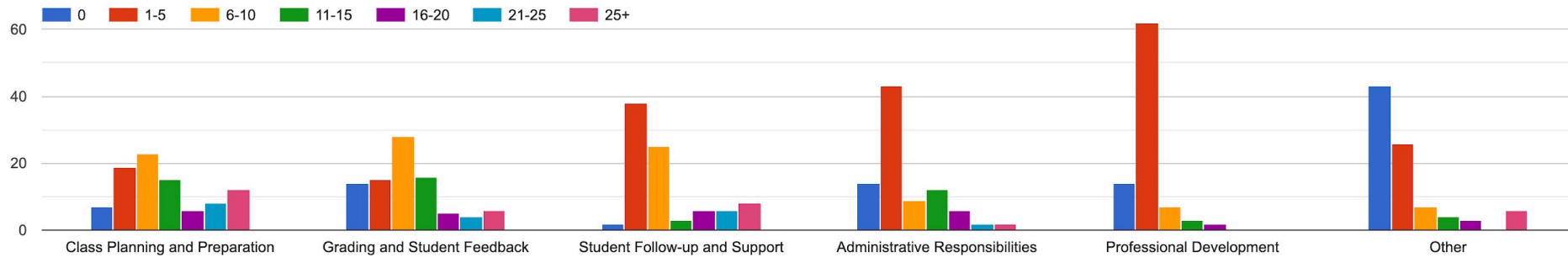
Do you feel that your students are making adequate academic progress to meet standards?

88 responses



# Teacher Load

Outside of class how do you spend your work time? (PER WEEK)

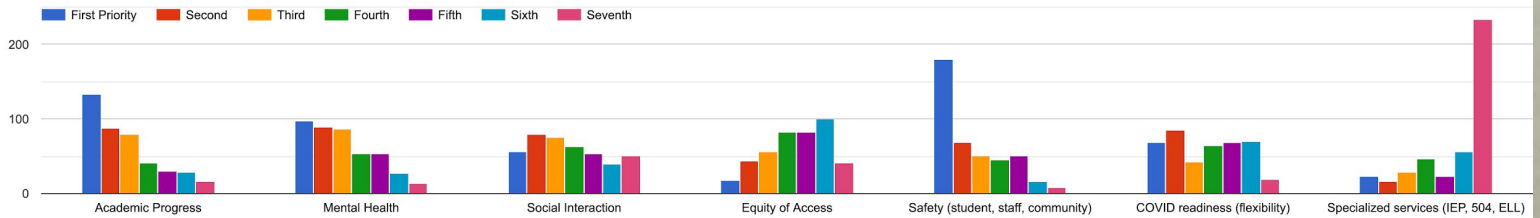




# Priorities

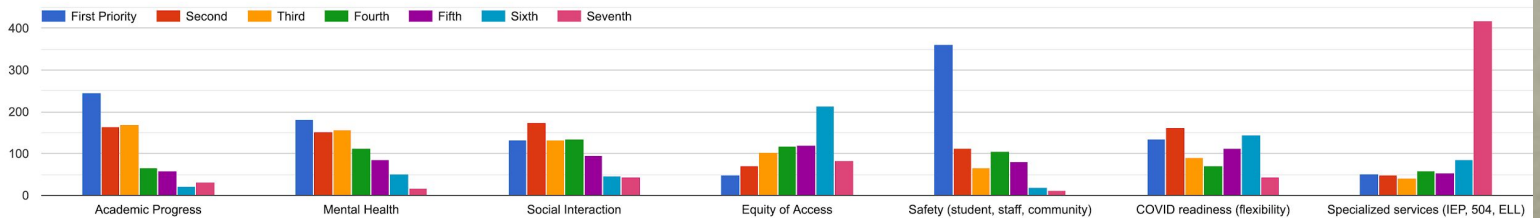
Students

When you consider attending or increasing in-school activities at the high school for Semester 2, which of these are your primary area of concern? (Rank Priority from High = 1 to Low = 7)



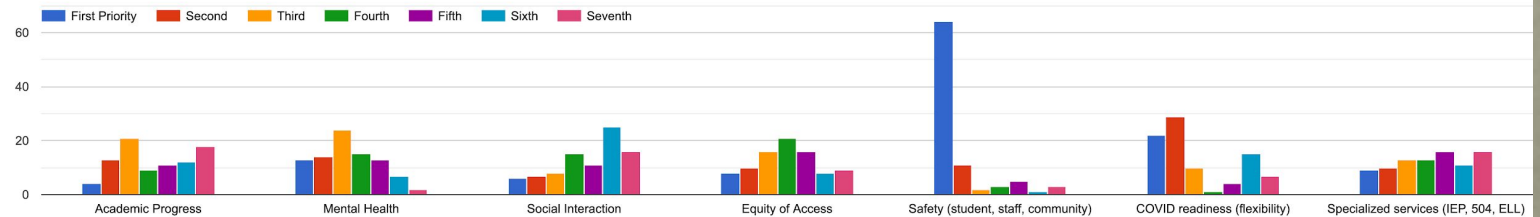
Families

When you consider attending or increasing in-school activities at the high school for Semester 2, which of these are your primary area of concern? (Rank Priority from High = 1 to Low = 7)



Staff

When you consider attending or increasing in-school activities at the high school for Semester 2, which of these are your primary area of concern? (Rank Priority from High = 1 to Low = 7)

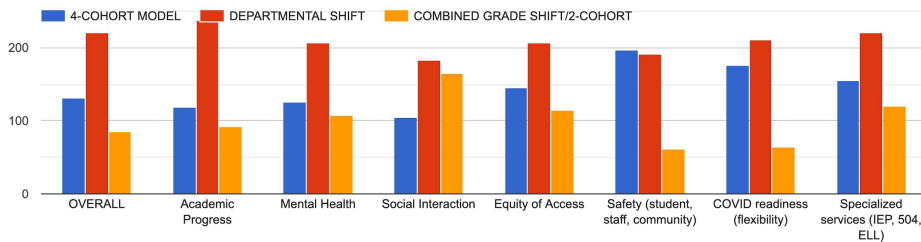




# Model Comparison

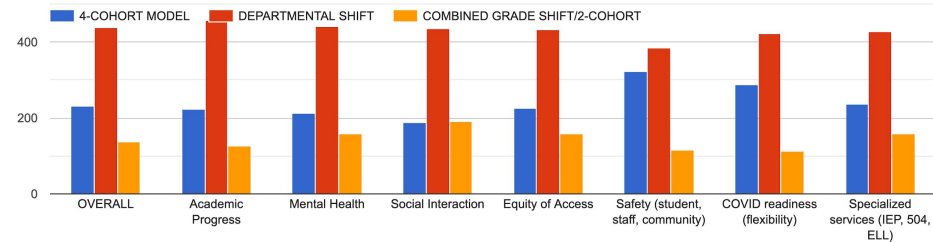
## Students

PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



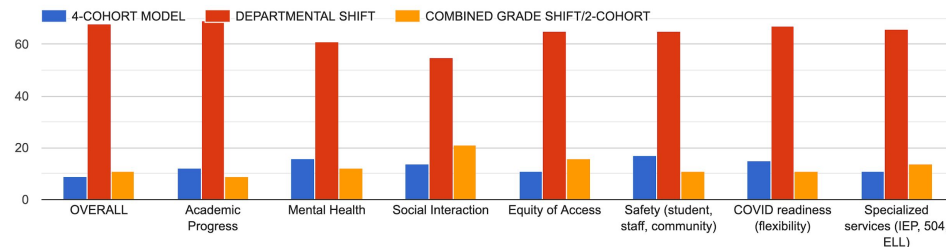
## Families

PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



## Staff

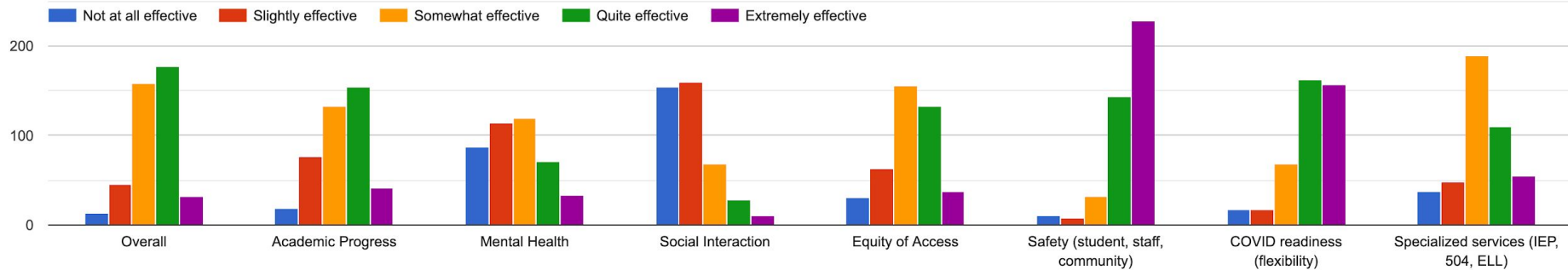
PLEASE CHECK THE MODEL that best addresses the each area of student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)



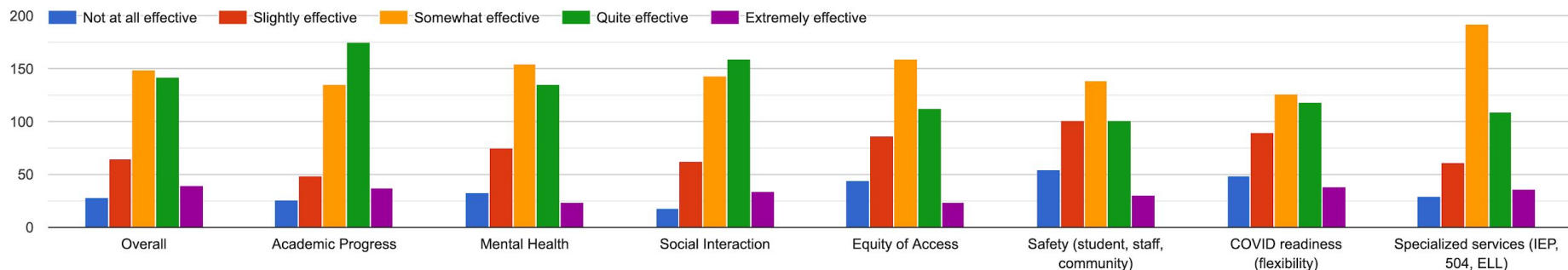
# Current vs. Shift

## Students

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)

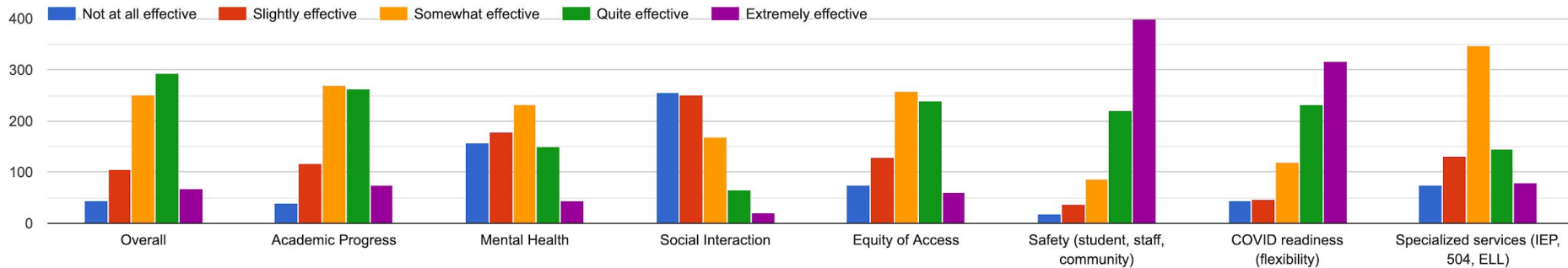


How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

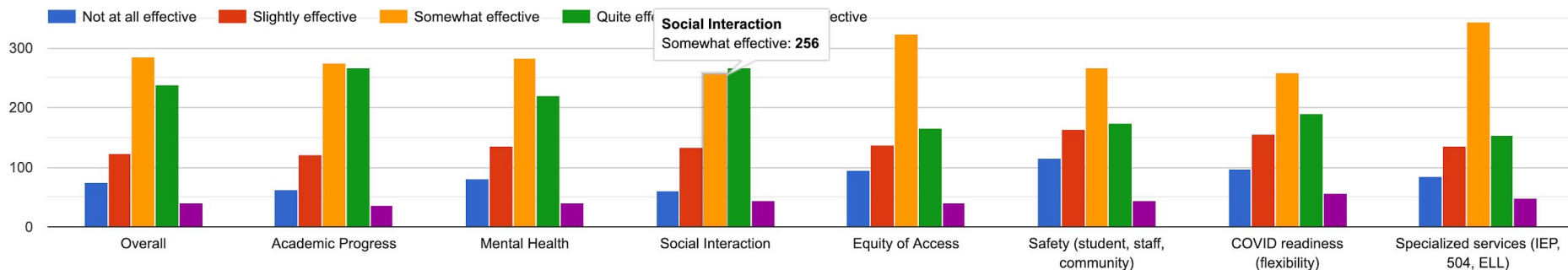


# Current vs. Shift Families

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)

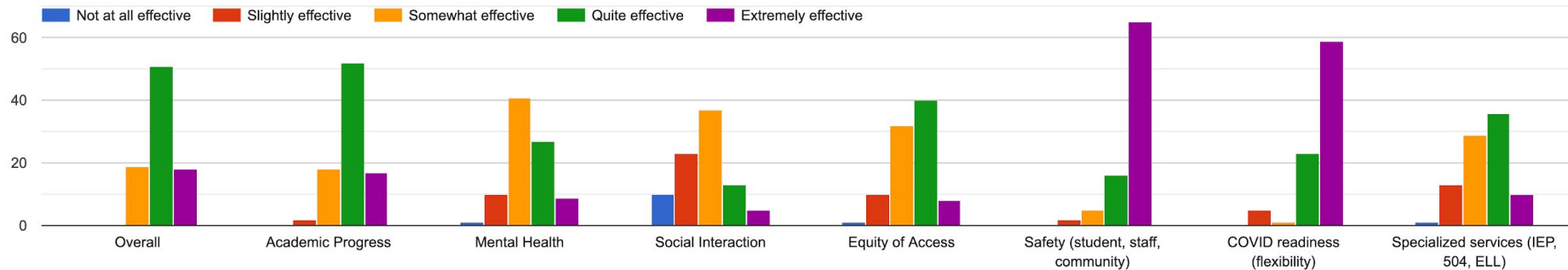


How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

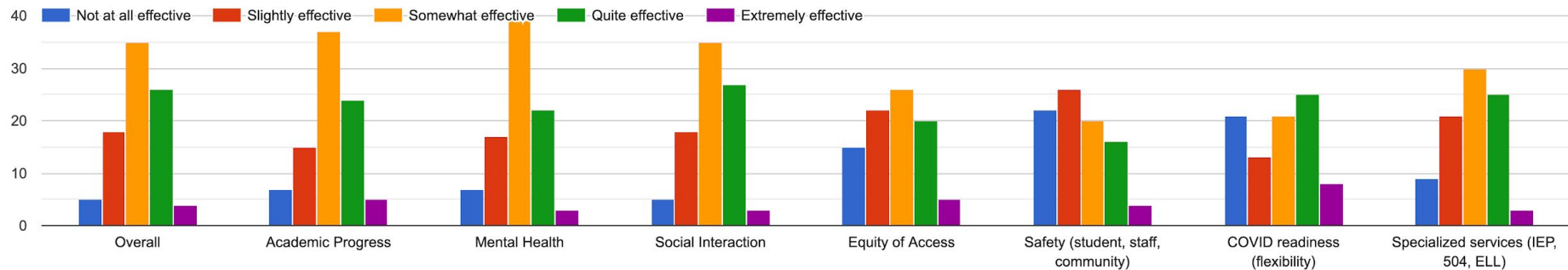


# Current vs. Shift Teachers

How effectively do you feel the CURRENT MODEL (Semester 1) serves the following student needs, given the challenges of the current pandemic and our resources? (Answer for each area of need)



How effectively do you feel the DEPARTMENTAL SHIFT MODEL (SEE PRESENTATION) would serve the following student needs in Semester 2, given the challenges of the current pandemic and our resources? (Answer for each area of need)

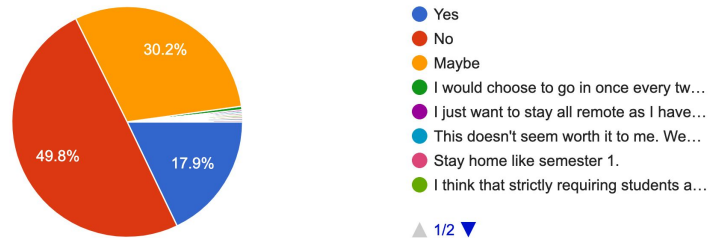


# Remote Requests

## Students

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to be in the All-remote Cohort. You would remain in your regular classes and receive all of your services remotely.

414 responses



▲ 1/2 ▼

## Families

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you choose to have your student be in the All-remote Cohort. They would remain in t...nt classes and receive all their services remotely.

757 responses

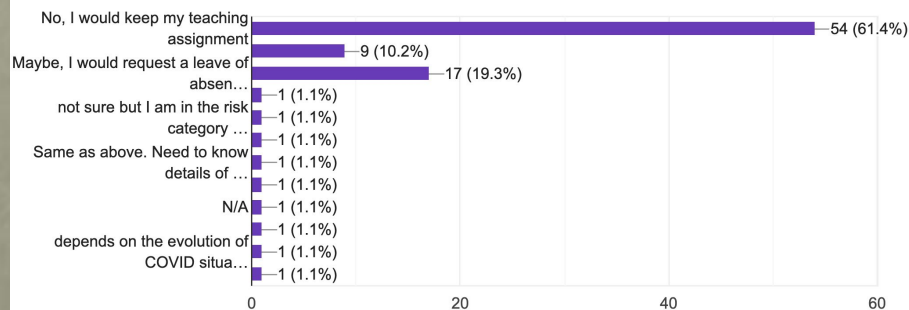


▲ 1/3 ▼

## Staff

Under the DEPARTMENTAL SHIFT MODEL in Semester 2, would you request a change of assignment or accommodation?

88 responses



# Shift vs. Reverse Field Trips

Frequency - 2 Field Trips vs. 3-8 Shifts

Planning - Field Trips require forms, permissions, space, logistics vs. Shifts have designated space, upgraded facilities, and semester schedule

Facilities - Now have 8 large spaces 3000-12000 sf (need 5-6) that can accommodate groups of 20 at more than 6 feet. Can equip these and large “labs” for classroom use

Collegiality - Departments will be in once every 2-4 week rotation



# Safety and COVID Readiness

Will not hold in-person instruction if there is reasonable concern about in-school transmission

Can shift to remote by cancelling the shift

Set number of “shifts” based on next round feedback and schedule

Considerations around remote students (alternative assignments)

# Planning Timeline

- December 3 - Curriculum Cte. Presentation
- December 10 - School Cte. Proposal/Decision
- Refine number and sequence of shifts
- Staffing requests - LOA, Accommodations
- Department Rotation Plans/Requests
- Facilities upgrades
- January 4 - Department Rotation Schedule
- January ? - Student opt-in/out
- February 8 - Semester 2
- February 22 - Begin shifts



# Purchases

Sound for large spaces - \$20K

Projection and screens for large spaces

Electric heat lights in the links

Labs for science - plexiglass, monitors

Bus

Tutoring

# Supplementary Materials

These slides provide information about ongoing activities, details of options considered, and constraints controlling our planning

# Research

<https://www.massincpolling.com/the-topline/educationpoll>

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

[AHS Semester 2 Model Summary 11-20-20](#)

# Current Model

- 4x4 Semesterised year
- Most classes and students are be remote for Semester 1
- Moderate and high needs students offered in school programming
- Reverse field trips and other in person programming offered
- Athletics and extracurriculars continue

# Semesterised Year

Term 1	Term 2	Term 3	Term 4
A - English	A - English	E - History	E - History
B - Math	B - Math	F - Science	F - Science
C - Elective	C - Elective	G - World Language	G - World Language
D	D	H - Elective	H - Elective



# Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 45' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-45' 9:15a-		
B - 80' 10:00-11:26a	B - 80' 10:00-11:26a	PE- 45' 10:00a-	B - 80' 10:00-11:26a	B - 80' 10:00-11:26a
		PE-45' 10:45a-		
Lunch - 30'	Lunch - 30'	Adv-24' 11:30a-	Lunch - 30'	Lunch - 30'
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		

# Wednesday

Physical Education - Students meet with teacher via Zoom for 40 minutes on Wednesday. Students schedule small group meetings during the week (personalized). Students keep contract journals to document their work.

Advisory - Existing groups for grades 10-12. Video or activity, discussion, exit ticket. 1 credit P/F for attendance and participation.

Xblock - Focus on clubs, student social events, time for teacher help.

Teachers provide extra help, common planning time, follow-up with families

# What We See

- Maintaining levels of attendance (Slightly higher than previous year - 97% vs. 96% last year),
- Maintaining grade/work completion, class engagement with work, academic progress.  
D/Fs - 216 at 7 weeks vs. 296 after Q1 in SY 2020 (comparable to previous year, should improve)
- Ongoing concern about student social interaction
  - isolation and worry
- Ongoing concern for students needing more in-person support for academics
  - increasing support
- Not seeing increased levels of mental illness



# What We See

- Provides more teacher led, structured time with students
- Provides time for teacher planning, grading, follow-up
- Teachers are getting proficient with remote, long block, semesterised format
- Are developing programming for connection, e.g., reverse field trips, clubs, athletics, Wellness Month, Freshman Orientation
- Ventilation is now safe for almost all rooms up to their capacity

# Definitions

Hybrid instruction involves a mix of live, in-person instruction, remote instruction, and independent learning activities.

- Cohort model - in a hybrid cohort model, classes are divided into smaller sub-groups of students so that they can receive live, in-person instruction in smaller groups for social distancing purposes.
- Shift model - in a hybrid shift model, classes are not divided, instead subsets of classes (e.g., by department, grade) meet in whole group or partial groups to allow for social distancing.
- Combined Cohort/Shift - one can combine cohorts and shifts to make more spaces available (e.g., only English classes come in and are divided in cohorts)
- Simulcast - In person class with students participating remotely

# Departmental Shift

LINK TO VIDEO

<https://drive.google.com/file/d/1qencY6b1O707EwrNqSjwfuy1sb4gaYOz/view?usp=sharing>

# Departmental Shift

4x80' remote whole class, each department holds 60' in person class every 1-2 weeks

Monday	Tuesday	Wednesday	Thursday	Friday
A - 80' 8:30-9:50a	A - 80' 8:30-9:50a	PE- 40' 8:30a-	A - 80' 8:30-9:50a	A - 80' 8:30-9:50a
		PE-40' 9:15a-		
B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*	PE- 40' 10:00a-	B - 80' 10:00-11:26a*	B - 80' 10:00-11:26a*
		PE-40' 10:45a-		
Lunch - 30'***	Lunch - 30'***	Adv-24' 11:30a-	Lunch - 30'***	Lunch - 30'***
C - 80' 12:06-1:26p	C - 80' 12:06-1:26p	X/Counseling 60' 12:00p-	C - 80' 12:06-1:26p	C - 80' 12:06-1:26p
D - 80' 1:36-2:56p	D - 80' 1:36-2:56p	PD- 1:00p-	D - 80' 1:36-2:56p	D - 80' 1:36-2:56p
		Staff Meeting 2:30-3:45p		
*+6 minutes for announcement				

# Sample Rotation

<b>M/T</b>	<b>Th/Fr</b>	<b>M/T</b>	<b>Th/Fr</b>
English	Math	History	W. Language
Science	Art/FCS	Science	Art/FCS



# Sample Student

Sample Student: Chorus, Chemistry, English, History

Day	Block A	Block B	Block C	Block D
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<b>English '60</b>	<i>History '80</i>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
M	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<b>History '60</b>
T	<i>Chorus '80</i>	<b>Chemistry '60</b>	<i>English '80</i>	<i>History '80</i>
Th	<i>Chorus '80</i>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>
F	<b>Chorus '60</b>	<i>Chemistry '80</i>	<i>English '80</i>	<i>History '80</i>

**Bold**=All class in-person, *Italics*=All class remote

# Features

- Keeps current course offerings for all
- 3-4 courses per week
- Academic time -
  - 4x80' remote + 130' independent = 450'
  - 60' in-person lessons by department every 1-2 weeks
- Can create separate labs to allow for additional rotation
- Social interaction - 1 x 25 students every 1-2 weeks
- 8 large spaces, 32 large classrooms, additional spaces for labs

# 3 Sample Models

Model	Course Offerings	Number of Courses	Time per Course	Social Interaction Per Course
<b>Current Model</b>	Keeps all course offerings  Remote option	3-4 per week	2 field trip per semester <b>4x80' remote</b> <b>130' independent</b> <b>= 450'</b>	25 students 60' 2 per semester
<b>4-Cohort</b>	Keeps all course offerings  Remote option	3-4 per week	1x40' in person 3x50' remote 260' independent <b>= 450'</b>	6 students 40' each week
<b>Departmental Shift</b>	Keeps all course offerings  Remote option	3-4 per week	1x60' in person every 2 weeks <b>4x80' remote</b> <b>130' independent</b> <b>= 450'</b>	25 students 60' every 1-2 weeks
<b>Grade Shift/2-Cohort</b>	Complete schedule change, reduced course offerings, need Remote Academy, increased staffing needs	3-4 per week	Hybrid Week: 2x80' in person 310' independent <b>= 450'</b>  Remote Week: 4x80' remote 130' independent = 450'	12 students 80' twice every other week

remote=teacher led+online; in-person=teacher led+in-school; independent=asynchronous work



# In School

- ~128 students with Identified High and Moderate Needs
- English Language Learners
- Workplace
- Harbor/Shortstop
- Millbrook
- Learning Center available to ALL students
- Drop-in study hall available to ALL students
- Reverse Field Trips
- FACS, Music running regular live classes

# Coming Activities

Senior Events Planning (e.g., Turf dances, Drive in, Car Parades, Teacher Deliveries)

Grade 9-11 Events Planning

Increasing in-school offerings for special ed., 504, credit recovery, existing programs

Targeted support for struggling students

January MCAS for Juniors

# Constraints

Number and capacity of rooms (80 many small)

Staffing - Class sizes of ~25, 5 classes per teacher

Semesterised schedule (3-4 classes per semester)

Contract - 8:30-2:56 school day

Contract - No simulcast (Live classes with students watching from home)

# Constraints

- Currently students have 4x80 minutes of remote teacher/students/structured instruction per class per week (320'), 3-4 classes per semester, advisory, and sometimes PE. This means that students have at least 4 hours of structured synchronous contact for 4 days per week (plus 4th class, PE, advisory)
- In a 2 cohort model, each minute of live, in-person time costs 1 minute of live, remote instruction (plus travel, passing, etc)
- In a 4 cohort model, each minute of live, in-person times costs 3 minutes of live, remote instruction (plus travel, passing, etc).
- In shifts, time is only lost for transitions (travel, passing, etc.).

# Preferences

- Want to allow students to keep their current course requests.
- Want to allow students choosing All Remote to remain in their current classes.
  - Staffing a separate Remote Academy would require completely revising schedules.
  - If we reduced the number of hybrid students by even as much as 33%, we would still require 44-55 classrooms over 12+.
  - Staffing a separate Remote Academy or a Hybrid Academy would reduce options for ALL students, particularly those remote.
  - Can include remote academy students as a hybrid cohort in order to reduce overall class size and use smaller rooms for in-person
- Consistency and simplicity in the Semester 2 supports executive function, student routine, and planning



# Room Capacity

- Average class size of 23, usual range is 20-25
- 1415 students require 56-71 classrooms just to seat
- Building a schedule usually requires 85-90% capacity (66-84 classrooms)
- Have 32 classrooms that hold 12+, 44 classrooms that hold 11+ students

# Room Capacity

Room Capacity	# of Rooms available
4-6	13
8	15
9	4
10	6
11	12
12	19
14	2
15	11 + (School committee)
Large 25+	6-8
<b>Total</b>	83 + Large spaces

# Hybrid Options Consistent

These options keep our the current class offerings and staff assignments while building more opportunities for in-person instruction.

- Option #1 - 2 cohort model - Don't have enough large classrooms ~ 33 hold 12+ students (could add SC and large spaces) - Can't accommodate
- Option #2 - 4 cohort model (one cohort is all-remote) ~ 70 rooms hold 8+
- Option #3 - Departmental shift model - Create a regular departmental rotation for live, in-person instruction. Could serve each department in 2 days in large spaces and large classrooms. ~ 6-8 large rooms, 13 rooms hold 14+
  - Build out lab spaces to allow for larger groups of students to do science, art, FCS (students could observe remotely)



# Hybrid Option Restructure

These options significantly change the current class offerings and staff assignments, requiring significant staffing and reducing course offerings.

- Combined grade shift and 2 cohort model - Students are divided in grade level shifts and are also divided into 2 cohorts. Requires Remote Academy. Significant staff increase and reduced course options.
- Limited hybrid academy - Space could accommodate a subset of students in a 2 cohort hybrid that teaches only core requirements (English, Math, History, Science). Large scale would requires significant staffing and reduce course offerings for all students. Option to target some struggling students.
- Second shift - Could offer classes in the building during a second shift. Requires significant staffing. Reduces course offerings. Contract renegotiations.

# Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to life-long learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity,
- Communication,
- Accountability and responsibility
- Respect.
- Effective teamwork,

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.



## **Town of Arlington, Massachusetts**

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**District Goals 2020-2021**



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## **Town of Arlington, Massachusetts**

**Approval of Minutes**



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## Town of Arlington, Massachusetts

Old business



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## **Town of Arlington, Massachusetts**

**New business**



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## **Town of Arlington, Massachusetts**

**Adjournment**



## **Town of Arlington, Massachusetts**

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**Submitted by Len Kardon, Chair**